

Draft Goals

In the State of Washington

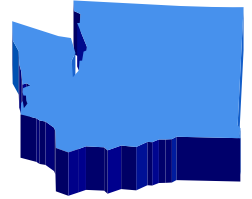
GOAL 1: All students will enter kindergarten with the interpersonal, language, early literacy, and thinking skills needed to succeed.

Possible Measures:

⇒ Review of skills instruments/revised Early Childhood Benchmarks.

No.	Strategies	FY 07-09	FY 09-11	FY 11-13
1.	Established Steering Committee to oversee this goal statewide.	√		
2.	Develop an intentional, seamless, and flexible Early Learner System from preschool – grade 3, a developmentally and culturally appropriate curricula and individual learning plan for all children, developed by parents, early care educators, and teachers.	√	→	→
3.	An annual written plan with measurable student outcomes at each school and each school district for how to achieve this goal.		√ →	→
4.	A written plan on how to meaningfully and effectively engage families in culturally sensitive ways in order to achieve this goal. (See Accountability, Attachment C.)	√	→	→
5.	A written plan for how to outreach effectively and respectfully to early care and education providers in order to achieve this goal.	√	→	→
6.	Free all day kindergarten for all students.		√ →	→
7.	Kindergarten staffing at the Evidenced Based* Primary class size 1-15 (phased in)	√	→	→
8.	Instruction provided by qualified, culturally competent educators. The school staff is ethnically diverse.	√	→	→
9.	The availability of family support/outreach advocate/team for each elementary school/early childhood partnership.	√	→	→
10.	Evidence Based* non classroom support staffing available to serve preschool – grade 3.		√ →	→
11.	Access to safe, high quality after school care and educational activity programs.		√ →	→
12.	Quality preschool available free to students ages 3 and 4 and to students with disabilities ages birth through 3.	√	→	→

* "Evidence Based" refers to Picus and Associates' recommendation for adequate resources in An Evidence-Based Approach to School Finance Adequacy in Washington, April 2006.



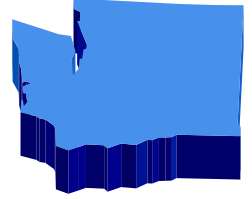
GOAL 2: All students by the end of third grade will be proficient in reading and mathematics and demonstrate the ability to function successfully as responsible participants in their learning.

Possible Measures:

⇒ WASL, ELL assessments, Project-based demonstrations

No.	Strategies	FY 07-09	FY 09-11	FY 11-13
1.	Established Steering Committee to oversee this goal statewide.	√	→	→
2.	An annual written plan with measurable student outcomes at each school and each school district for how to achieve this goal.	√	→	→
3.	Instruction provided by qualified and culturally competent educators. The school staff is ethnically diverse. (See Staff Development, Attachment B.)	√	→	→
4.	A written plan on how to meaningfully and effectively engage families and students in culturally sensitive ways, including a family support/outreach advocate/team hired at each school.	√	→	→
5.	Instruction differentiated to meet the unique enrichment remedial needs of students, through a Professional Development Initiative.	√	→	→
6.	Curricula that are tied to the state EALR's and GLE's and that is research based, culturally sensitive, and relevant.	√	→	→
7.	Primary class sizes at the Evidence Based* Ratio of 1-15 (phased in).		√ →	→
8.	Evidence Based* Tutoring available to meet students' needs during the school day.	√	→	→
9.	Extended learning opportunities during and after the school day for students with needs/interests.	√	→	→
10.	Evidence Based* non-classroom support staffing ratios.	√	→	→
11.	Evidence Based* funding for materials, supplies, and equipment.	√	→	→
12.	Increased instructional time for all students, including lengthening the school day and/or year (phased in).		√ →	→

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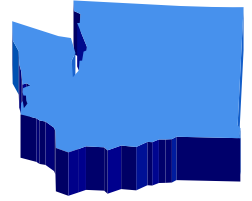
GOAL 3: All students will transition from 8th grade with proficiency in core academic subjects, demonstrated citizenship skills, and an initial plan for high school and beyond.

Possible Measures:

⇒ WASL, classroom-based assessments, student plan

No.	Strategies	FY 07-09	FY 09-11	FY 11-13
1.	Established Steering Committee to oversee this goal statewide.	√	→	→
2.	An annual written plan with measurable student outcomes at each school and each school district for how to achieve this goal.	√	→	→
3.	Instruction provided by qualified and culturally competent educators. The school staff is ethnically diverse. (See Staff Development, Attachment B.)	√	→	→
4.	A written plan on how to meaningfully and effectively engage families and students in culturally sensitive ways, including a family support/outreach advocate/team hired at each school.	√	→	→
5.	Instruction differentiated to meet the unique enrichment remedial needs of students, through a Professional Development Initiative.	√	→	→
6.	Evidence Based* Tutoring available to meet students' needs during the school day.	√	→	→
7.	Curricula that are tied to the state EALR's and GLE's and that is research based, culturally sensitive, and relevant.	√	→	→
8.	Extend learning opportunities during and after the school day for students with needs/interests.	√	→	→
9.	Increased exposure to college readiness and future career options in a global society.	√	→	→
10.	Evidence Based* class size ratio of 25 to 1.	√	→	→
11.	Evidence Based* non-classroom support staffing ratios.	√	→	→
12.	Evidence Based* funding for materials, supplies, equipment.	√	→	→
13.	Increased instructional time for all students including lengthening the school day and/or year (phased in).	√	→	→
14.	An annual written plan at each school for a "safety net" of prevention/interventions, including case management and access to non-academic services provided in the school and by the community for student at-risk of dropping out.	√	→	→

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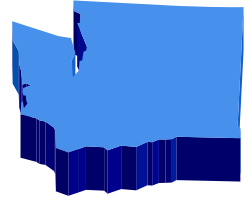
GOAL 4: All students will graduate with both the multicultural and international perspectives and skills needed to live, learn and work in a global society.

Possible Measures:

⇒ Language and culture courses, IB, Projects, Student plan

No.	Strategies	FY 07-09	FY 09-11	FY 11-13
1.	Established Steering Committee to oversee this goal statewide.	√	→	→
2.	An annual written plan with measurable student outcomes at each school and each school district of how to achieve this goal.	√	→	→
3.	Instruction provided by qualified and culturally competent educators. The school staff is ethnically diverse. (See Staff Development, Attachment B.)	√	→	→
4.	A written plan on how to meaningfully and effectively engage families and students in culturally sensitive ways, including a family support/outreach advocate/team hired at each school.	√	→	→
5.	Instruction differentiated to meet the unique enrichment remedial needs of students, through a Professional Development Initiative.	√	→	→
6.	Initiation of a teacher mentoring advising program, including the matching students with a mentor who moves through progressive grades and is culturally responsive interests of the student in the community.	√	→	→
7.	Curricula that are tied to the state EALR's and GLE's and that is research based, culturally sensitive, and relevant.	√	→	→
8.	Evidence Based* Tutoring available to meet students' needs during the school day.	√	→	→
9.	Extended learning opportunities during and after the school day for students with needs/interests.	√	→	→
10.	Evidence Based* classroom ratios of 25 to 1.			√
11.	Evidence Based* non-classroom support staffing ratios.	√	→	→
12.	Evidence Based* funding for materials, supplies, and equipment.	√	→	→
13.	K-12 language program to ensure that all students learn multiple languages and cultures to be better prepared for global economy (phased in).		√ →	→
14.	Increased instructional time for all students, including lengthening the school day and/or year (phased in).	√	→	→

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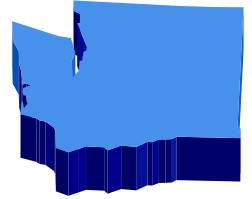


GOAL 5: All students will complete a rigorous high school course of study with proficiencies in core academic skills needed to successfully enter a post-high school education program or their choice of a career pathway for the 21st century.

Possible Measures:

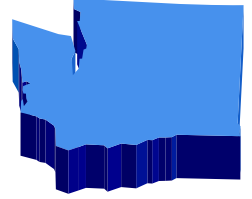
- ⇒ Increasing % of students taking college IB, AP
- ⇒ Increasing % of students meeting HECB college entrance standards
- ⇒ Increasing % of students taking 4 years of math
- ⇒ Decreasing % of students taking remedial courses at community or 4-year colleges
- ⇒ Increasing graduation rate
- ⇒ Increasing % of students successful in post-high school plan
- ⇒ Participation in PIS studies
- ⇒ Increasing the % of students enrolled in a sequence of rigorous CTE classes
- ⇒ Increasing the % of students engaged in high demand career pathways
- ⇒ Increasing the % of program articulations between high schools, community and technical colleges, apprenticeships, and universities

No.	Strategies	FY 07-09	FY 09-11	FY 11-13
1.	Established Steering Committee to oversee this goal statewide.	√	→	→
2.	An annual written plan with measurable student outcomes at each school and each school district of how to achieve this goal.	√	→	→
3.	Instruction provided by qualified and culturally competent educators. The school staff is ethnically diverse. (See Staff Development, Attachment B.)	√	→	→
4.	A written plan on how to meaningfully and effectively engage families and students in culturally sensitive ways, including a family support/outreach advocate/team hired at each school.	√	→	→
5.	Instruction differentiated to meet the unique enrichment remedial needs of students, through a Professional Development Initiative.	√	→	→
6.	Providing career pathways that include instruction in core academic, work readiness, and occupational skills in the career pathways identified in the student's High School and Beyond Plan.	√	→	→
7.	Involvement in a students/staff advising program which matches a mentor who advises through to progressive grades and supports the students' growth and academics, behaviors, and career planning.	√	→	→
8.	A portfolio of each student's work and accomplishments in high school that demonstrates proficiency needed to pursue the education/work/careers identified in the student's High School and Beyond Plan.	√	→	→



No.	Strategies	FY 07-09	FY 09-11	FY 11-13
9.	Evidence Based* Tutoring available to meet students' needs during the school day.	√	→	→
10.	Extended learning opportunities during and after the school day for students with needs/interests.	√	→	→
11.	Evidence Based* classroom ratios of 25 to 1, 19:1 for CTE, 16:1 for Skills Centers.			√
12.	Evidence Based* non-classroom support staffing ratios.		√	→
13.	Evidence Based* funding for materials, supplies, and equipment.			√
14.	Expanded activities and experiences and placement options, including College in the High School, Running Start, Tech Prep Programs, Skills Centers, pre-apprenticeships, internships, international studies.	√	→	→
15.	Increased instructional time for all students, including lengthening the school day and/or year (phased in).	√	→	→
16.	An annual written plan at each school for a "safety net" of prevention/interventions, including case management and access to non academic services provided in the school and by the community for students at-risk of dropping out.	√	→	→
17.	Providing clear entry criteria and transition articulation for colleges/community colleges across the state to effectively link the competencies in high school pathways with post-secondary education.		√	→

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Educational Structures and Equity Subcommittees' Priority Implementation Recommendations

1. Professional development for all staff.

- a. That is strategic and research based
- b. Incorporates instructional coaches/mentors
- c. Occurs outside the student instructional day
- d. Includes a leadership academy for administrators and career ladder plan for classified and certificated staff
- e. Provides an extra 8 professional days for a total of 10 outside the student year professional development days

2. More personalized education for students.

- a. Differentiated instruction/tutoring/extended learning opportunities for students
- b. Extended learning opportunities during and beyond the school day
- c. 1-15 classroom ratio in the elementary grades
- d. All day Kindergarten and Preschool for all/developmentally appropriate curricula and learning plans for young learners
- e. CTE and increased emphasis on relevance in secondary schools
- f. Student advisor/portfolio programs for all students
- g. Appropriate programs available for high achieving students, including world languages, global education, any extra high school options

3. Meaningful and culturally sensitive parent and community involvement.

- a. A written plan at each school for effectively for welcoming and engaging parents and community
- b. A family outreach liaison team available at each school
- c. More seamless transitions from preschool and after high school to facilitate parent engagement
- d. The expectation of secondary student advisor programs and parent participation in portfolio and student led conferences
- e. Elementary schools team with early childcare providers and secondary schools team with higher education representatives

4. Increased accountability.

- a. Steering Committee Appointed to oversee the implementation of each Washington Learns K12 goal
- b. Explicit public process to monitor Washington Learns K12 implementation
- c. Expectation that curricula and instructional methods be only research based developmentally appropriate, as deemed such by OSPI
- d. Requirement that each school's plan be approved by district Board of Directors
- e. Requirement that each districts' plan be approved by OSPI/Early Childhood Cabinet position/Higher Ed Coordinating Board

DRAFT Summary of Picus and Odden Adequacy Recommendations with Advisory Committee Action

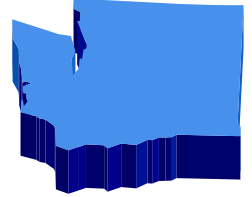
School Element		Picus and Odden Adequacy Recommendation			Advisory Committee Adopted Changes to P/O Model
		Elementary Schools (K-5)	Middle Schools (6-8)	High Schools (9-12)	
1.	Student School Days	180	180	180	Increased instructional time for all students, by lengthening the school day/year (10+ additional student days).
2.	Core teacher Student Ratio	K-3: 15 4 - 5: 25	6-8: 25	9-12: 25	Finance Structures Subcommittee recommends that Core Teachers be a funding ratio, with no class size trigger.
3.	Specialist teachers Ratio	20% enhancement to Ratio in element 2 above	20% enhancement to Ratio in element 2 above	33% enhancement to Ratio in element 2 above	Adopted same as P/O
4.	Full-day kindergarten	Yes	NA	NA	Adopted same as P/O
5.	Number of teacher work days	190 state funded teacher work days; an increase of 8 days	190 state funded teacher work days; an increase of 8 days	190 state funded teacher work days; an increase of 8 days	AC noted that PD should not be limited to summer.
6.	Instructional Facilitators / Mentors	1.0 Teacher per 200 students	1.0 Teacher per 200 students	1.0 Teacher per 200 students	Request pending for additional mentors for new teachers.
7.	Tutors for struggling students	1.0 Teacher per 100 FRPL students	1.0 Teacher per 100 FRPL students	1.0 Teacher per 100 FRPL students	Adopted same as P/O
8.	Extended Learning for Struggling Students (Summer School)	50% of Struggling Students (proxy for struggling is FRPL students); 1.0 Teacher per 15 students; 25% of Compensation	50% of Struggling Students (proxy for struggling is FRPL students); 1.0 Teacher per 15 students; 25% of Compensation	50% of Struggling Students (proxy for struggling is FRPL students); 1.0 Teacher per 15 students; 25% of Compensation	Same except noted concern that no district receive less of an allocation for HS than if \$ based on number not meeting standard at 10th grade WASL. AC also noted that element should be referenced as "Extended Learning".
9.	Extended Day for Struggling Students	50% of Struggling Students (proxy for struggling is FRPL students); 1.0 Teacher per 15 students; 25% of Compensation	50% of Struggling Students (proxy for struggling is FRPL students); 1.0 Teacher per 15 students; 25% of Compensation	50% of Struggling Students (proxy for struggling is FRPL students); 1.0 Teacher per 15 students; 25% of Compensation	Adopted same as P/O
10.	Teachers for ELL students	An additional 1.35 teachers for every 100 ELL students	An additional 2.0 teachers for every 100 ELL students. ESL certified liaison .5 fte per 100 students.	An additional 3.0 teachers for every 100 ELL students. Interpreter accessible for all languages being served	Teacher ratios as indicated and as determined by State Budget Staff.
11.	Alternative Learning Environment (ALE)	NA	NA	NA	Covered in other staffing allocations.
12.	Learning and mild disabled students	Funding for SE at 93% of general education; no recommendation on index or 0-5 y.o.	Funding for SE at 93% of general education; no recommendation on index or 0-5 y.o.	Funding for SE at 93% of general education; no recommendation on index or 0-5 y.o.	Tabled for further discussion by Finance Structures Subcommittee

DRAFT Summary of Picus and Odden Adequacy Recommendations with Advisory Committee Action

School Element		Picus and Odden Adequacy Recommendation			Advisory Committee Adopted Changes to P/O Model
		Elementary Schools (K-5)	Middle Schools (6-8)	High Schools (9-12)	
13.	Severely disabled students	100% reimbursement for school district expenditures	100% reimbursement for school district expenditures	100% reimbursement for school district expenditures	Tabled for further discussion by Finance Structures Subcommittee
14.	Teachers for gifted students	\$25/student	\$25/student	\$25/student	Adopted same as P/O
15.	Career and Technical Education	NA	NA	The high school is changed to 1 per 18 CTE teachers, 16 at Skills Centers.	Does not account for CTE Administration.
16.	Substitutes	10 days per teacher	10 days per teacher	10 days per teacher	Adopted same as P/O
17.	Pupil support staff (including Counselors)	1.0 Staff for every 100 FRPL students	1.0 Staff for every 100 FRPL students plus 1.0 Counselor per 250 students	1.0 Staff for every 100 FRPL students plus 1.0 Counselor per 250 students	
18.	Non-Instructional Aides	1.0 Aide for each 216 students	1.0 Aide for each 225 students	1.0 Aide for each 200 students	Adopted same as P/O
19.	Principal	Each school with between 108 and 432 students receive 1 Principal; proration up or down from these levels	Each school with between 150 and 450 students receive 1 Principal; proration up or down from these levels	Each school with between 150 and 600 students receive 1 Principal; proration up or down from these levels	Under Advisory Committee: Needs additional allocations (tbd) for current disciplinary and evaluation functions of principals.
20.	School Site Secretary	1.0 Secretary and 1.0 Clerical; same proration as Principal, above	1.0 Secretary and 1.0 Clerical; same proration as Principal, above	1.0 Secretary and 2.0 Clerical; same proration as Principal, above	Concur with staffing levels, but allocate for multiple secretaries instead of combined secretary and clerk.
21.	Librarians/media specialists	1.0 Librarian; same proration as Principal, above	1.0 Librarian; same proration as Principal, above	1.0 librarian + 1.0 library technician; same proration as Principal, above	Adopted same as P/O
22.	Professional development supplies	\$100/pupil for other PD expenses – trainers, conferences, travel, etc.	\$100/pupil for other PD expenses – trainers, conferences, travel, etc.	\$100/pupil for other PD expenses – trainers, conferences, travel, etc.	Adopted same as P/O
23.	Technology	\$250/pupil	\$250/pupil	\$250/pupil	Adopted same as P/O
24.	Instructional materials, equipment, including textbooks	\$140/pupil	\$140/pupil	\$175/pupil	Adopted same as P/O

DRAFT Summary of Picus and Odden Adequacy Recommendations with Advisory Committee Action

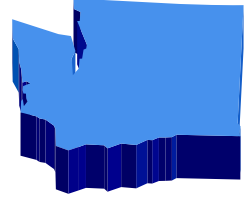
School Element		Picus and Odden Adequacy Recommendation			Advisory Committee Adopted Changes to P/O Model
		Elementary Schools (K-5)	Middle Schools (6-8)	High Schools (9-12)	
25.	Student Activities	\$200/pupil	\$200/pupil	\$250/pupil	Concur with allocation overall, but earmark equity support funds from within these funds: per student amounts; \$20 elementary; \$50 middle; \$100 high school.
26.	District Administration	Derived based on 3,500 student district; prorated up or down based on district size; no minimum			Need for add'l assessment staffing.
27.	Operations and Maintenance	\$790 per student; includes staffing for custodians, maintenance, and grounds and allocations for utilities, insurance, and security (staffing or NERC)			Adopted same as P/O
28	Family outreach liaisons under elementary.	1:100 students	1:100 students	1:100 students	Goal is the school staff is ethnically diverse.
29	Dropout prevention specialist for intervention and retrieval.	N/A	1:500 students	1:400 students	
30	OSPI and ESD infrastructure	Needed throughout to provide appropriate services to schools and school districts.			



Accountability and Implementation

Accountability

1. Curricula will be tied into the State EALR's, GLE's, and four learning goals. In addition, early childhood benchmarks and higher education standards will be an essential part of the curricula as well. Curricula will be modified/refined in terms of E.L.L., Special Education, and gifted students.
2. All curricula and instructional methods will be research-based.
3. Annually, the Center for the Improvement of Student Learning (CISL) at OSPI will provide a listing of research-based best practices in curricula, instruction, assessment, and parent engagement in schools/districts.
4. Each school will produce an annual plan, which will:
 - a. Outline the curricula, assessment, and instructional techniques used to meet the differentiated learning and behavior.
 - b. Include the research driven best practices to be used in the plan for parent education, community partnerships, and how to communicate with all constituents.
 - c. Include the reciprocal partnership agreements that are in place with the early childhood community and higher education institutions and social service organizations and businesses, which are in the school/district community.
 - d. Include:
 - (1) Input from the school's teaching staff and above-mentioned communities.
 - (2) Observable measures of impact.
 - (3) The results of last year's plan and effectiveness.
 - (4) Approval by the district's Board of Directors.
5. Each district shall complete an annual report and public hearing of its district's plan, which shall include, but not be limited to, the compilation of its schools' plans. Each district's plan will be reviewed by OSPI/Early Childhood Cabinet Office/Higher Education Coordinating Board.
6. Each district shall establish Advisory Councils for E.L.L., Special Education, and gifted students. These councils will annually review programs and student progress of their special needs population.
7. If a school/district wishes to use a practice that is not endorsed by CISL of OSPI (see number 3 above), the school/district shall appeal their request to OSPI and ultimately to the State Board of Education. If an alternative practice is approved, the school/district shall implement in the report evaluation data of the impact annually to determine its continued use.
8. All students' progress will be monitored through individual Student Learning Plans (SLP's), using a consistent and reliable P-16 Student Data System.



Implementation

- 1. The best practices research will need to be phased over a period of several biennia. The process will “begin with the end in mind” and have the specific system to be in place in the year 2013. The process will need to be phased in annually with incremental growth and ongoing accountability, with oversight by a Steering Committee appointed for each of the State's Washington Learns goals.**
- 2. Annually, a call for pilot projects to implement a particular component of the long-range system will be put in place. “Lighthouse” schools/districts will apply and be provided assistance monies for their implementation. Critical in this implementation are ongoing reciprocal partnerships with both early education programs and higher education institutions. The following year(s), a call for incentive grants will be offered to districts that begin this particular component of the plan. Lighthouse schools/districts will provide assistance to incentive schools/districts in the implementation.**
- 3. The State of Washington will initiate implementation by developing a position paper indicating why all these changes are necessary. Reasons include the following:**
 - a. It is the State’s paramount duty to provide ample K-12 education.**
 - b. It is the single best investment in a strong State economy.**
 - c. It is critical to educate our students in terms of the flat world/global economy that they will enter.**
- 4. Every 5 years, the fiscal adequacy of the entire Washington Learns System is assessed and updated.**